ESA/P/WP.71
25 January 1982
ENGLISH ONLY

An Educational Coding System Constructed for Application in the United Nations Programme of International Comparative Analysis of World Fertility Survey Data

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81-01062

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A. Introduction

On the World Fertility Survey standard recode tapes (SRTs) completed years of education for respondents and husbands are reported. This information was constructed in the case of most countries from the responses to two questions: "What was the highest level of school you attended - primary, secondary or university?" and "What was the highest (grade, form, year) you completed at that level?" 1/ Total years of schooling for each individual was thus, in most cases, actually an estimate derived by adding the years completed at the highest level attained to the usual number of years taken to complete each prior level. 2/ However, in the case of Jamaica and Guyana, the numbers are not strictly comparable because no information was solicited on those with more than primary school who did not attain any kind of subsequent certificate. 3/ Although the highest level of education attended is not on all the SRTs, it can easily be constructed using information collected by the WFS on the usual number of years taken to complete the primary and secondary levels of education in each country.

For purposes of cross-tabular analysis, it is useful to group years of education in such a way as to highlight important within country differences in educational attainment which can be compared across countries. Obviously single years of schooling can always be used as a continuous variable in multivariate analysis, but, given the extremely uneven distribution of individuals by single years of education as well as the large number of years involved, it is also useful to develop a smaller number of categories which represent important dividing points in the educational progression both within and across countries.

1/ The wording here is taken from the Core Questionnaire published in WFS, Basic Documentation, No. 1, 1975.

2/ In the case of Pakistan, Nepal, Sri Lanka, Philippines and Thailand, the total number of years or grades was asked directly. Susheela Singh, Comparative Studies, No. 4, Background Characteristics Used in WFS Surveys, London 1980.

3/ This group was arbitrarily given a number of years. Ibid.

The derivation of educational attainment groups to be used in the comparative analysis of WFS data was based on an examination of the actual distributions of respondents and their husbands by completed years of education within each of 12 countries for which tapes were available at the time of this study. 4/ The groups were devised in such a way as to reflect not only a [illegible] in terms of completed years of education but also to reflect the attainment of certain levels of education.

The scheme adopted divides the educational distribution into five groups: (1) 0 years, (2) 1-3 years, (3) 4-6 years, (4) 7-9 years and (5) 10+.

Before choosing the present coding scheme, several alternatives were assessed both in light of available theoretical and empirical evidence on the relationship between education and fertility and in light of certain practical constraints presented by the actual data. In the discussion that follows all aspects of this consideration will be presented and discussed.

Education is thought to influence fertility behaviour and attitudes primarily in an indirect manner through the biological supply of children, the demand for children and the pattern of fertility regulation. 5/ The only really direct effect of education on fertility appears when the timing of marriage is tied to the termination of schooling. The most commonly discussed effects of education deal either with the actual educational experience itself, or with specific subjects learned and/or specific skills acquired in school. The first group of effects are generally described as an enlarged world-view, or an increased sense of control over one's life. It is theorised that as one becomes more able to understand the world, one becomes better equipped to make one's own decisions, and take control of one's life. The second set of effects have to do with questions of literacy and exposure to modern ways of life. Being able to read also has the potential to open new areas of learning beyond those specifically taught in school, and is thought to lead to better job opportunities in a modernizing economy. Exposure to modern ways in life comes not only from subjects taught in school, such as mathematics and science, but also through the school milieu itself, which exposes students to knowledge of alternatives and opportunities through their interaction with others and through particular subjects studied.

4/ Panama, Colombia, Peru, Guyana, Pakistan, Bangladesh, Sri Lanka, Jordan, Thailand, Korea, Indonesia, and Malaysia.

5/ Susan H. [illegible], Fertility and Education: What do we really know?, Johns Hopkins Press, 1979.

These potential influences of education, although increasingly well defined, 6/ are not easily operationalized for concise study. There is also some equivocation in the literature as to the expected effects on fertility of the various benefits derived from education, which can largely be understood in the context of the level of development. In the early stages of development, higher levels of education may be associated with increased fertility due to improvements in health whereas the opposite pattern may emerge in more developed societies or at a later phase in the development process. For example, the level of economic development in a country may have implications for the realization of some of the suggested benefits of education, especially for women. As Cochrane points out, if there are no jobs, one's education is not likely to lead to new opportunities. 7/

Despite the coexistence of various theories and apparently contradictory findings, one point remains clear. That is that education is a powerful variable in the analysis of fertility behaviour. It is usually the case that educational attainment has a net effect on fertility, even after such things as place of residence, current age of respondent, and age at first marriage are controlled for. The first two of these variables are themselves good predictors of how much education a person will have, while the third is thought to be directly influenced by educational attainment.

There is little doubt, then, that education is an important factor in any analysis of fertility, even though the mechanism through which it affects such behaviour is not altogether clear. It is this uncertainty, however, that poses a problem for any classification scheme of educational attainment.

A priori it is not clear whether the most important aspect of education is simply the number of years completed, or whether there are certain critical levels or stages of education that stand out as more important than merely the numbers of years that comprise them. Moreover, the answer to this question may not be the same for all countries. Since it was noted above that the effects of education may be associated with the level of development of a country, one might expect this to vary from country to country. Any educational coding system devised must be flexible enough to allow for a variety of education-fertility associations, while still being rigorous enough to make sense in cross-country comparisons. There are actually several ways in which these might be accomplished: a coding system based on the relative level

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6/ E.g., *Ibid*.

7/ *Ibid*., p. 78.

of education within each country (i.e., low, average or high), a scheme based on the principal levels of education specific to each country's educational system or a scheme based primarily on the number of years completed. The third system has been chosen in this case after the merits and disadvantages of each system were fully assessed.

b. Relative Coding Scheme. A scheme which takes into account the aggregate average amount of education for each country is attractive for several reasons. One might expect that the prevalent extent of education in a country could be relevant as an indicator of how much education is basically required to function in that particular society. Obviously, this base level can be expected to vary widely among developing countries. Similarly, it would often be the case that different patterns would prevail for men and women thus necessitating the use of sex specific schemes. A coding scheme thus derived might contain four categories: no schooling, below average amount of education, average or median amount, and more than average amount. Comparative analysis would be facilitated by this scheme because one is essentially controlling for the level of education within each country. The persons in the below average group, for example, would have relatively little education in every country, whereas, for instance, a person with primary school has relatively little education in Colombia, but has a relatively large amount of education in Bangladesh. This coding scheme, then, would aid in the interpretation of comparative results.

There are, however, serious drawbacks to such a system. The first is that it is very difficult to code. A different coding scheme would have to be developed for each country (and probably for each sex as well), based, most probably, on the median years of education completed for the total sample. Then a range around the median would have to be established in order to have a reasonably sized middle group. It could well happen statistically that very few persons have actually attained the median number of years, thus leaving this group small, and giving a misleading impression of the educational distribution. There is no way to establish this "average" range by very precise methods, leaving the whole scheme rather subjective and open to criticism.

A second problem is that the "average" amount of education attained in any country has been changing over time. Thus the average for the WFS sample is a function not only of the distribution of educational attainment, but of the age distribution of the sample. Some of the countries investigated so far have shown rather drastic increases in the amount of educational attainment, especially for women, in recent years. In such cases, it is not clear which base level to use to

construct the scale. In most cases, this aggregate average will not be meaningful to any particular age group, but only to the sample as a whole. Young women, for instance, would be likely to cluster in the "average" or "above average" groups, while older women would cluster in the "below average" group. This could cause all sorts of problems with international interpretation, especially since the age distributions of the sample women vary considerably from country to country.

It was concluded after some experimention that this method was too subjective and cumbersome to code, and that resulting biases would confound comparative results.

C. Country-Specific Levels of Education

This system is attractive for several reasons, not the least of which is that most of the WFS Standard Recode Tapes (SRTs) contain a variable coded in this manner. For countries that do not include such a variable, one can rather easily be constructed from education coded in completed years using information collected by the WFS on individual school systems. Another attraction of this approach is that the educational levels can be seen as a reflection of the educational structure in each country. Presumably, these levels are meaningful breaking points in the educational progression of persons within each country. Although there is quite a bit of variation in the number of years contained in each educational level across countries, this would not necessarily present a particular problem to comparative analysis if one could assume that the functional meaning of the levels is the same from country to country. There is also some reason to suspect that the first question on highest level of school attended might be more likely to solicit an accurate response than the second question on the number of years completed at that level, particularly in the case of husband's education which was usually collected second-hand from the respondent. One might expect it would be more likely for the respondent to know or easier for her to remember whether her husband had attended a certain level than to remember the precise number of years that he had actually completed.

Again, however, the problems associated with this scheme tend to outweigh its advantages. First, the grouping of individuals by levels attended does not fully separate individuals into groups according to level completed. Obviously by definition, all those who ever attended secondary school, graduated from the primary level, but this group will include not only those who attended secondary school but also those who actually received a secondary degree and terminated their education at that point. Second, changes in educational systems over time, multi-tracked systems and lack of enforcement of compulsory schooling laws confound the interpretation of educational levels. Different cohorts

within the sample may have passed through different educational systems and/or the enforcement of compulsory school laws may have changed over time. In addition several systems may coexist within the same country (e.g., parochial vs. secular or urban vs. rural).

2. Completed-Years Based System

This system, although it does not take into consideration the aggregate average amount of education for the sample as a whole, does rely to a certain extent upon the country-specific distributions of women and their husbands by completed years of education. It also incorporates the notion of educational levels by using groupings of years that tend to capture important points in the educational structure of all countries under consideration. In these ways, then, this system has many of the advantages of the previous two systems. In addition, it has fewer of the drawbacks mentioned in connection with the other schemes.

Completed years of education is undoubtedly the most easily interpretable way of speaking about education across countries. Although there are undoubtedly qualitative as well as quantitative differences between countries in a particular year of education, these are minor in comparison to country-specific measures of the level of education attained. Nonetheless, the level of education attained within a country, be it primary, secondary or higher, may have some independent significance which must not be lost sight of when analysing the effect of education on fertility. More years of school provide an individual with more learning and knowledge of the world but the attainment of a particular level of education is likely to be important in determining the type of work an individual does and her/his status in society.

With both of these dimensions in view, five educational attainment groups were constructed which not only provide a ranking of individuals on the basis of completed years of education but also roughly differentiate individuals on the basis of completion or non completion of different levels of education. The new educational categories are exactly the same for respondents and their husbands and can be summarized as follows:

Group 0. No School

This group contains those who have not completed any years of schooling. Those who attended the first year of school but who did not complete it would fall into this category. But those who had had some informal education presumably would not be included.

Group 1. 1-3 Years

This group consists of those who have attended school, but who have not completed the primary level. An examination of the fertility behaviour of this group will be of particular interest when addressing the question of whether the important factor in educational attainment is duration of schooling or levels completed.

Group 2. 4-6 Years

For all countries under consideration, this educational group captures those who have completed primary school, or have completed a significant stage within the primary level.

Group 3. 7-9 Years

This group is made up of those who have completed primary school, and have attended some secondary school.

Group 4. 10 + Years

For most countries this group is made up of those who have at least graduated from secondary school. In some countries, secondary graduation does not occur until after the twelfth year, however, so this group will contain some who have not graduated in those countries.

An examination of the distribution of respondents and their husbands by years of education illustrates the practicality of this particular coding scheme across a relatively wide variety of countries. The other two schemes discussed above were tried but none were found superior to this in terms of explanatory power (vis-a-vis various fertility variables). In addition, this scheme is by far the simplest to apply across a set of countries which are extremely diverse with respect to average educational attainment.

Table 1 presents the distribution of each country's sample by single years of schooling. The year which marks completion of a primary or secondary level is shown with a footnote (a) or (b) respectively. 8/ One can quickly see that these marks do not always coincide with the peaks in the distributions of the country. It must be remembered here that these distributions reflect the educational attainment of people over a very broad range of ages, and therefore apply to a considerable period of time. They actually reflect the educational systems of the past for more accurately than whatever syste . may have recently been

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8/ Susheela Singh, Background Characteristics Used in WFS Surveys, London, 1980.

imposed. Also, in countries such as Pakistan, Bangladesh, and Thailand where the bulk of people are all concentrated in a very narrow range (for Pakistan and Bangladesh, this is at zero years, while in Thailand it is 4 years), it is clear that compulsory education has very little meaning for most people. For these reasons, then, it has been assumed that peaks in the distribution represent meaningful stages in the educational structure of each country which often but not always coincide with designated levels of education.

With the new distributions in mind, the following features of the educational distributions should be noted.

Group 1 (0 years). Zero years of education appears to be a meaningful group for all of these countries. It ranges in size for ever-married females from 3.8 per cent in Guyana to 89.3 per cent in Pakistan. For males, it ranges in size from 4.0 per cent in Guyana to 48.8 per cent in Pakistan. Only in Panama, Colombia and Guyana is the male-female differential in the size of this group trivial. The remaining countries show a far greater percentage of women in this category than men. The size of the differential is roughly related to the overall size of this uneducated group. Although the pattern is not precise, there is a tendency for this differential to decrease as the size of this group decreases. Thus we note that in Thailand there is a five percentage point differential when less than 20 per cent of the women fall into this group, whereas in Pakistan there is better than a 30 percentage point difference when nearly 90 per cent of women fall into the zero years category.

Group 2 (1-3 years) This new category consists of women who have had some schooling but have not completed the primary level. Five countries exhibit a distributional peak in this category, all at three years of education (Panama, Colombia, Peru, Indonesia and Malaysia). Although this is not an important level of achievement in any country, it seems that in these five countries many people drop out of school after this point.

Group 3 (4-6 years) Primary school is completed during these years in all countries studied and significant distributional peaks occur here in every instance. In most cases a substantial majority of individuals in this group have completed the primary level. Primary school completion occurs after four years in Thailand, after five years in five countries (Colombia, Peru, Pakistan, Bangladesh, and Sri Lanka), and after six years in six countries (Panama, Guyana, Jordan, Malaysia, Indonesia and Korea).

Group 4 (7-9 years) In no country does this group contain an official level of school completion. In some countries one can see a distributional peak suggesting the possible importance of some intermediate point in the educational system: this is notable in Panama and Korea in the ninth year and in Guyana in the eighth year.

Group 5 (10 + years) The completion of secondary school occurs during this group of years for all countries included. In four countries (Peru, Pakistan, Bangladesh, and Thailand) the secondary level terminates at 10 years. In four countries it terminates after 11 years (Colombia, Guyana, Sri Lanka and Malaysia) and in three after 12 years (Panama, Indonesia and Jordan). This category, then, represents people with the highest levels of education. Relatively few in the group (except Sri Lanka) have not at least completed high school, although few have gone very far beyond it, either. Because some countries have truncated their distributions in this group, terminal peaks sometimes occur in the last education year listed.

This coding system insures that each group will contain a reasonable number of persons since we have used distributional peaks to form the groups. Only in countries where the educational distribution is severely skewed (and there are a couple such countries included in the present analysis) will there be educational groups with extremely small cell sizes. Table 2 shows the per cent distribution and actual frequency distribution of the nine educational categories for respondents and spouses for the 12 countries under consideration. Table 2 also shows the mean years of education of those found in each group by country. It is to be expected that differences between countries in the educational distribution by single years of schooling, as shown in table 1, will also appear here in the form of differences between countries in the percents in each of the five new groups. However, it is to be hoped that this coding scheme can significantly reduce the variance observed because the less international variation there is on this score, the more comparable these groups will be across countries.

Although the three middle groups (4-6 years, 7-9 years and 10 years) all contain the same number of years, the variation across countries in mean years of education increases with increased educational attainment for both men and women. The large jump in variation for the open-ended group 5 is primarily due to the country-specific coding schemes, and is therefore hard to interpret. 9/ It does seem, though, that the variation

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9/ Since this is an open-ended group, the average number of completed years depends usually on the number of years included in the educational distribution. As can be seen from table 1, this ranges from 12 years in Sri Lanka to 21 years in Panama and Jordan.

within the first two three-year groups is fairly small 10/ indicating a high degree of comparability across countries. Most people who attend school, it would seem, tend to get through the primary level in these countries, hence the low level of variation. The increase in variation within the 7-9 years group indicated that patterns of secondary school attendence are quite variable across countries, although slightly less so for men than women. Therefore, it is at this level of education that country-specific distributions start to become important.

The years-based scheme, in conclusion, is not only the easiest to construct from the standard recode tapes, it is also the one most easily interpreted within the context of comparative analysis. It also needs no intermediary assumptions or calculations, which could cause some sloppiness to creep into the measure. Moreover, this method of coding education leaves the door open to the investigation of the mechanism through which education might impact fertility behaviour. It should be possible to speak both to the question of critical levels, as well as to a more monotonic increase in the effect of education with an increase in completed years alone. Needless to say, country-specific distributions of persons on this variable will vary, and a multi-variate analysis should also include a macro level education variable (per cent literate, for example) to capture any contextual effects of overall levels of education in a country. One might expect the effects of education on fertility to differ depending on this overall level. But for analysis at the cross-tabulation stage, education coded in the manner proposed here should prove to be an interesting and useful variable.

10/ In group 2, Thailand was excluded in making this comparison because of its extremely skewed distribution with the majority of both men and women finishing their education at four years of schooling.

Table 1. Distribution of ever-married women, and their husbands by single completed years of education.

Country	Education																					Sample Size a/
	No School	Less than Primary			Primary Graduate			Some Secondary			Secondary Graduate and Higher											
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Panama																							
Ever-Married Women	6.7	2.2	4.3	7.3	6.7	5.8	27.1 b/	2.7	5.4	9.9	2.4	2.2	10.6 c/	0.9	1.4	1.3	1.3	0.7	0.8	0.1	0.1	-	3203
Husbands	5.7	1.5	4.1	8.8	5.8	4.5	26.3	2.0	4.8	10.3	2.1	2.3	11.8	1.1	1.7	1.4	1.5	1.5	2.1	0.4	0.3	0.1	3203
Colombia																							
Ever-married Women	16.3	7.7	15.9	14.3	9.5	16.5 b/	3.3	4.2	3.9	3.2	1.1	2.7 c/	0.2	0.3	0.2	0.4	0.4	0.0	0.0	-	-	-	3297
Husbands	15.6	6.9	13.8	14.5	8.5	17.1	3.7	3.7	3.7	3.3	1.1	3.8	0.4	0.7	0.4	0.7	1.6	0.3	0.0	0.0	-	-	3288
Peru																							
Ever-married Women	30.8	6.9	8.8	8.7	4.2	16.9 b/	2.0	3.0	3.7	1.3	9.2 c/	0.3	0.4	0.9	1.7	1.4	0.0	-	0.0	-	-	-	5640
Husbands	11.0	6.5	9.8	9.8	5.4	22.6	2.5	3.0	4.4	2.1	12.9	0.5	0.7	1.6	1.8	4.7	0.6	-	-	-	-	-	5640

Table 1. (continued)

Country	Education																					Sample Size a/
	No School	Less than Primary			Primary Graduate			Some Secondary			Secondary Graduate and Higher											
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Guyana																						
Ever-married Women	3.8	3.1	3.2	6.4	13.7	9.9	23.6 b/	-	27.2	3.4	1.3	4.1 c/	0.0 c/	-	-	-	0.3	-	-	-	-	-	3586
Husbands	4.0	2.2	3.4	5.3	12.6	7.2	29.3	-	16.1	7.1	2.9	7.9	0.6	-	-	-	1.3	-	-	-	-	-	3400
Pakistan																						
Ever-married Women	89.3	0.2	0.9	1.1	1.4	3.1 b/	0.4 b/	0.3	1.4	0.2	1.0 c/	0.0	0.3	-	0.2	-	0.1	-	-	-	-	-	4952
Husbands	58.8	0.4	2.1	2.4	3.8	8.5	2.9	2.6	5.0	1.9	7.6	0.1	2.0	0.1	1.2	0.0	0.7	-	-	-	-	-	4952
Bangladesh																						
Ever-married Women	77.8	1.5	3.2	3.5	3.6	6.1 b/	1.0	0.9	0.7	0.5	0.6 c/	0.2	0.1	0.0	-	0.0	-	0.1	-	-	-	-	6492
Husbands	57.6	1.8	4.1	4.3	4.5	8.2	2.9	2.1	2.3	3.9	4.9	1.6	1.4	0.3	-	0.1	-	0.0	-	-	-	-	6402

Table 1. [continued]

Country	Education																					Sample Size a/
	No School	Less than Primary			Primary Graduate			Some Secondary			Secondary Graduate and Higher											
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Sri Lanka																							
Ever-married Women	22.2	2.3	7.7	8.0	10.1	11.4 b/	6.7	5.8	6.6	6.0	12.2	0.3 c/	0.9	-	-	-	-	-	-	-	-	-	6810
Husbands	8.0 d/	1.5	5.8	7.8	9.4	16.7	8.5	8.6	12.5	4.3	15.0	0.3	1.7	-	-	-	-	-	-	-	-	-	6788
Jordan																							
Ever-married Women	50.1	1.2	1.8	3.4	5.4	6.5	9.1 b/	4.5	5.8	2.9	1.1	1.7	4.1 c/	0.2	1.2	0.1	0.7	0.1	0.1	-	0.0	-	3612
Husbands	21.7	0.7	2.2	3.7	8.6	6.9	14.9	7.4	5.7	6.2	1.9	3.1	7.9	0.4	2.3	0.5	3.7	1.2	0.7	0.4	0.1	0.1	3612
Thailand																							
Ever-married Women	19.5	0.8	2.2	3.2	66.8 b/	0.4	0.3	1.6	0.4	0.3	2.4 c/	0.1	1.2	0.9	-	-	-	-	-	-	-	-	3817
Husbands	11.8	0.5	1.4	1.9	65.9	0.8	0.8	2.2	0.4	0.4	6.5	0.2	2.7	2.0	-	-	-	-	-	-	-	-	3728

Table 1. (continued)

Country	Education																					Sample Size a/
	No School	Less than Primary			Primary Graduate			Some Secondary			Secondary Graduate and Higher											
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Malaysia																							
Ever-married Women	36.2 [e/]	3.1	6.2	8.7	7.5	7.7	18.2 [b/]	1.1	2.6	2.9	1.4	2.9 [c/]	0.2	0.2	0.9	-	-	-	-	-	-	-	6319
Husbands	13.5 [e/]	1.7	5.8	9.0	8.9	10.1	27.8	3.1	4.9	3.9	2.5	5.6	0.5	0.7	2.0	-	-	-	-	-	-	-	6232
Indonesia																							
Ever-married Women	59.1	1.9	5.1	5.5	2.9	3.9	12.0 [b/]	0.2	1.4	3.6	0.1	0.5	2.8 [c/]	-	0.0	0.6	0.0	0.1	0.0	0.1	0.1	-	9155
Husbands	29.4	2.3	6.9	10.4	5.8	7.3	18.8	0.9	2.0	5.7	0.4	1.1	5.7	0.1	0.3	0.7	0.1	0.2	0.4	0.3	1.0	-	9155
Korea [f/]																							
Ever-married Women	20.9	———		10.9	———		39.2 [b/]	———	2.5	14.4	1.1	———	8.3 [c/]	———	0.4	———	2.1	———					5428
Husbands	10.7	———		4.6	———		28.3	———	3.9	17.5	2.7	———	20.1	———	2.9	———	9.0	———					5419

Table 1. (continued)

Notes:

a/ Excluding cases with missing values on the education variable.

b/ Years specified by WFS to complete primary education.

c/ Years specified by WFS to complete secondary education.

d/ The husband's education in years variable for Sri Lanka (S030) shows only one case coded "0" (no years) while the husband's level of education variable (V802) shows 553 men coded as "2" (no schooling). These men are apparently coded "99" on S030. We have assumed that those coded "1" on V802 should be included in our new 0 Years group, and have coded the variable this way. Our distribution, however, is slightly different than the numbers shown in the Sri Lanka marginals since we have included the weight variable in our analysis.

e/ This category includes both those persons coded "0" on V94 and V1057 (Respondent and Husband's years of education respectively), and those coded "99 - Has Not Attended School."

f/ Korea does not include a variable for education in completed years on its SRT. The variable for education in levels, however, is sufficiently precise to allow a recoding into our new educational categories. The figures shown here, then, are for this "levels" variable, not single years. The levels are: no school, some primary, primary graduate, some middle, middle graduate, some high school, high school graduate, some university, and university graduate.

Table 2. Distribution of Respondents and Husbands by New Educational Coding by Country and Mean Years by Level and Country.

Education \ Country	Panama	Colombia	Peru	Guyana	Pakistan	Bangladesh	Sri Lanka	Jordan	Thailand	Korea	Indonesia	Malaysia
A. Respondent's Education												
Zero Years/No School												
Per cent	6.7	16.2	30.8	3.8	89.3	77.8	22.2	50.1	19.7	21.0	61.6	36.2[a/]
Number	214	536	1735	137	4422	5051	1512	1809	753	1136	5634	2290
Mean Years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	b/	0.0	0.0
1-3 Years/Less than Primary												
Per cent	13.9	37.9	24.3	12.7	2.1	8.2	17.9	6.4	6.2	10.9	14.6	18.0
Number	445	1251	1371	456	106	535	1220	231	237	590	1339	1136
Mean Years	2.37	2.17	2.07	2.26	2.40	2.24	2.32	2.34	2.38	b/	2.28	2.31
4-6 Years/Completed Primary												
Per cent	39.6	29.2	23.1	47.2	5.0	10.8	28.2	21.1	67.4	39.2	18.1	33.4
Number	1267	965	1302	1694	249	698	1920	761	2571	2128	1658	2113
Mean Years	5.52	4.79	4.91	5.21	4.80	4.76	4.88	5.18	4.02	b/	5.41	5.32

Table 2. (continued)

Education \ Country	Panama	Colombia	Peru	Guyana	Pakistan	Bangladesh	Sri Lanka	Jordan	Thailand	Korea	Indonesia	Malaysia
7-9 Years/Some Secondary												
Per cent	18.0	11.3	7.9	30.6	1.9	2.1	18.4	13.2	2.2	18.0	3.2	6.7
Number	577	374	447	1096	96	137	1250	477	83	978	296	424
Mean Years	8.40	7.91	7.78	8.11	7.96	7.82	8.01	7.88	7.40	b/	8.62	8.27
10+ Years/Secondary and Higher												
Per cent	21.9	5.3	13.9	5.7	1.6	1.1	13.3	9.2	4.5	10.9	2.5	5.6
Number	700	176	784	203	78	71	908	334	172	590	225	356
Mean Years	13.28	12.65	11.79	11.31	11.16	10.75	10.22	13.25	11.02	b/	13.08	11.49
Overall Mean Years	7.3	4.2	5.5	6.2	2.9	2.8	6.3	6.2	4.4	b/	3.6	5.2
					B. Husband's Education							
Zero Years/No School												
Per cent	5.7	15.5	11.0	4.0	58.8	57.6	7.9 c/	21.7	11.9	10.8	33.5	13.5 a/
Number	183	513	622	137	2910	3688	541	784	453	583	3070	842
Mean Years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	b/	0.0	0.0

Table 2. (continued)

Education / Country	Panama	Colombia	Peru	Guyana	Pakistan	Bangladesh	Sri Lanka	Jordan	Thailand	Korea	Indonesia	Malaysia
1-3 Years/Less than Primary												
Per cent	14.3	35.1	26.2	11.0	4.9	10.2	15.0	6.6	3.9	4.6	22.5	16.4
Number	458	1158	1476	373	243	656	1023	238	145	251	2059	1025
Mean Years	2.51	2.22	2.13	2.28	2.40	2.25	2.42	2.45	2.40	b/	2.38	2.44
4-6 Years/Completed Primary												
Per cent	36.6	29.2	30.4	49.1	15.3	15.6	34.4	30.4	69.0	28.4	31.6	46.8
Number	1172	965	1716	1669	756	999	2345	1099	2571	1538	2890	2915
Mean Years	5.56	4.84	4.90	5.34	4.94	4.90	4.98	5.21	4.04	b/	5.37	5.40
7-9 Years/Some Secondary												
Per cent	17.1	10.6	9.5	23.3	9.4	8.2	25.4	19.3	3.1	24.2	6.0	11.9
Number	549	351	538	792	467	528	1727	697	116	1312	547	743
Mean Years	8.48	7.96	7.90	8.31	7.93	8.21	7.83	7.94	7.43	b/	8.52	8.07

Table 2. (continued)

Education / Country	Panama	Colombia	Peru	Guyana	Pakistan	Bangladesh	Sri Lanka	Jordan	Thailand	Korea	Indonesia	Malaysia
10+ Years/Secondary and Higher												
Per cent	26.3	9.5	22.8	12.6	11.7	8.3	17.0	21.9	11.8	32.0	6.4	11.3
Number	841	315	1287	429	577	533	1153	793	441	1735	589	707
Mean Years	13.28	12.65	11.79	11.31	11.16	10.75	10.22	13.25	11.02	b/	13.08	11.49
Overall Mean	7.3	4.2	5.5	6.2	2.9	2.8	6.3	6.2	4.4	b/	3.6	5.2

Notes:

a/ This category includes both those persons coded "0" on V94 and V1057 (Respondent and Husband's years of education respectively), and those coded "99 - Has not Attended School."

b/ Education in single years is not available on the Korea SRT.

c/ The husband's education in years variable for Sri Lanka (S030) shows only one case coded "0" (no years), while the husbands level of education variable (V802) shows 553 men coded as "2" (no schooling). These men are apparently coded "99" on S030. We have assumed that those coded "1" on V802 should be included in our new 0 years group, and have coded the variable this way. Our distribution, however, is slightly different than the numbers shown in the Sri Lanka marginals since we have included the weight variable in our analysis.